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ABSTRACT

Following an historical discussion of graduate study in adult education, four models designed for a graduate study program, since 1960, are discussed and illustrated. The models are: (1) the Essert Model, comprised of three concentric circles consisting of core, augmentation, and specialization courses; (2) the Knowles Model, comprised of two concentric circles consisting of core characteristics and optional characteristics; (3) the Nu Model, comprised of three overlapping circles consisting of administration, teaching, and research; and (4) a theoretical model, A Model for the Education of Professional Adult Educators, proposed by the author, comprised of a flowchart consisting of the student and an advisory committee. (CK)

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BUILDING A MODEL DOCTORAL DEGREE PROGRAM IN ADULT EDUCATIO

Presented To The
Professional Training and Development Section of the Adult Education Association
of the U.S.A., Annual Meeting, Atlanta, Georgia
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Introduction

As we are all aware, graduate study in adult education is a mere thirty-five or so years old. We can turn to historical treatments such as that found in Adult Education, Outlines of An Emerging Field of University Study published by the AEA in 1964 and find from Mr. Houle's chapter that the first full-time professor of adult education in the United States was John Willard at Teachers College, Columbia University. The program first graduated Ph.D's in 1935, and it is a matter of record that Wilbur Hallenbeck and William Stacy were the first recipients of doctorates in adult education.

If you are historically oriented -- and to stress the point that graduate adult education is a relatively new area of study in higher education -- it wasn't until 1955 when discussions were started at Allerton Park, Illinois among a group of people identified as "professors of adult education." According to Watson Dickerman this was the first time in the history of the adult education movement that these professors, charged with conducting graduate programs in adult education, met to discuss common problems and develop common understandings. In Dickerman's words:

> The professors devoted most of their discussion to matters related to the university training of adult educators. They exchanged information on current training programs, discussed elements of an adequate program, and pondered the nature of the responsibility a professor of adult education has for the functioning of the field as a whole.

As an outcome of the Allerton Park meeting, the professors elected to continue their dialogue and communications the following year. They met in St. Louis in 1956 to discuss such questions as: What should be taught in graduate courses in adult education? Is adult education supported by a well-defined body of content? Can adult education be considered a discipline? How can adult education professors recruit, train, and place leaders in the field to usefully assist the adult education movement?

And these questions were asked in 1956, a mere fourteen years ago! We are a young profession -- one of the youngest. We have an estimated 650 people in 1970 who possess a doctorate in adult education and of that number it is safe to estimate that there are less than 350 who are still active as practitioners in the field.

But, back to history. The compentencies needed by adult educators have been investigated since roughly 1950 when Thurman White completed his dissertation at the University of Chicago. White explored the similarities of training interests

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in course topics for the in-service training of adult education leaders. And, since White defined "leaders" to mean persons who had responsibility for the management of adult education programs -- not necessarily professionally committed adult educators who made a conscious choice to obtain academic credentials in adult education -- the investigation is of doubtful value in a discussion of doctoral programs in adult education.

White's findings are, however, important to us in the sense that they seem to apply, a priori, to professional adult educators as well as "leaders" responsible for programs sponsored by the AAUW, public schools, proprietary schools and industrial training directors sampled in his investigation. White identified the following topics in which there was a high level of common interest:

1. To gain a better understanding of the basic needs which cause adults to participate in educational programs;

2. To gain a clearer insight into the changing interests of adults in vocations, religion, family, leisure time activities, health and areas of life;

3. To increase ability to apply psychological principles to the selection of objectives;

4. To acquire techniques for relating our program more closely to the needs and interests of adults;

5. To acquire techniques for relating our program more closely to the general needs of the community;

6. To become more skillful in recognizing the community needs and resources that are important to adult education programs;

7. To develop a better understanding of the kinds of educational methods most suitable for mature people;

8. To develop a better understanding of the kinds of educational materials most suitable for mature persons; and

9. To become more familiar with procedures for "keeping up" with new developments and materials for adult education programs.

Svenson completed a doctoral dissertation four years later in which he reviewed professional preparation programs for adult educators. He found that while fifty-three institutions offered some kind of professional study in adult education, only twelve were classified as having fully developed curricula. Briefly, his conclusions were as follows:

1. There were well defined training programs at the graduate level in adult education but the fact that many institutions were revising their programs raised some doubt as to how comprehensively and carefully these programs were developed.

2. There was a communicable body of knowledge of sufficient quality and quantity in the area of adult education to justify its existence as an academic area.

3. People who had prepared themselves with advanced degrees in adult education held positions in a variety of agencies operating in this field.

4. There is a continuing demand for professionally prepared adult educators.

5. Most professors of adult education knew little about graduate programs in adult education at other institutions.

6. Leadership training in adult education was conducted at many institutions and agencies other than schools or departments of education.

7. If an interdisciplinary approach to graduate programs in adult education were accepted, many colleges of education would have to change their general requirements.

Svenson drew several implications from his investigation. Important to today's discussion are the following questions he posed to professors of adult education. What happens to students who go through your program? Are the students better people as a result of your program? What is their potential for leadership in adult education? Have you given your students the kind of experience that will do them the most good? To repeat this question: Have you given your students the kind of experience that will do them the most good?

Martin Chamberlain, in 1960, completed a study whose purpose it was to determine whether a graduate program in adult education could be described which might provide some insight into the necessary education of professional adult educators. He described an adult educator as a full time administrator of a program of adult education regardless of academic preparation for the field.

The procedure Chamberlain used was to identify forty-five statements of objectives on the basis of a review of the literature and expert opinion. These objectives were then used to develop a forced choice instrument to determine the essentiality of certain competencies. The Q-sort instruments were mailed to 135 people comprised of eleven different adult education groups. Ninety people responded to the instrument.

The findings of the study resulted in a list of forty-five statements of competencies arranged on the basis of mean scores. Preceded by the phrase, "The successful professional adult educator . . . ," the top rated fifteen competencies were presented in the following rank order:

1. Believes that there is potentiality for growth in most people.

2. Is imaginative in program development.

3. Can communicate effectively -- speaks and writes well.

4. Has an understanding of the conditions under which adults are most likely to learn.

5. Is himself learning.

6. Is an effective group leader.

7. Knows himself -- his values, his strengths and weaknesses.

8. Has an open mind -- is willing to accept the ideas of others.

9. Has an understanding of what motivates adults to participate in programs.

10. Has a strong commitment to adult education.

11. Can organize and direct complex administrative activities.

12. Has developed a system of values about adult education.

13. Has an understanding of the structure of the community, its organization and groupings.

14. Believes that innovation and experiment are necessary to the development of the field.

15. Believes in freedom of thought and expression.

Chamberlain further summarized the "positions" taken by the eleven groups of adult educators which made up the total sample of his study. He found that:

1. Professors, directors of adult education in voluntary organizations, and observers of adult education tended to place a higher value on concepts (the intellectual aspects). The directors also highly regarded relationships to the group. Observers emphasized relationships to society.

2. Directors of evening colleges downgraded concepts while emphasizing skills or the practical approach. Deans of general extension divisions followed a similar pattern but also gave positive emphasis to values.

3. College presidents and librarians showed a slight preference for societal relationships or a global view.

4. Training directors in labor and industry stressed values and downgraded relationships.

5. There was no describable pattern to responses of graduate students in adult education. They showed a lack of enthusiasm for skills and group relationships, with some emphasis of societal relationships.

6. Directors of public school adult education were similarly unclassifiable. They had a slight favoring toward group relationships and downgraded values.

George Aker, in 1962, performed a study for the purpose of identifying and organizing criteria that would be useful in evaluating and determining the effectiveness of graduate programs in adult education. The findings of the study revealed that twenty-three behaviors (out of 223 identified in the literature) were judged to be adequate criteria for determining the achievement of educational objectives.

These behaviors, described as behavioral descriptions of the objectives of graduate study in adult education, which resulted from his investigation are presented below. Each statement is preceded by the phrase, "The adult educator. . ."

1. Helps people control and adjust to change rather than to maintain the status-quo.

2. Intelligently observes and listens to what is being said or done and uses this information in guiding his response.

3. Selects and uses teaching methods, materials, and resources that are appropriate in terms of what is to be learned and in terms of the needs and abilities of the individual learner.

4. Helps his clientele acquire the ability for critical thinking.

5. Provides an atmosphere where adults are free to search through trial-and-error without fear of institutional or inter-personal threat.

6. Identifies potential leaders and helps them to develop their potentials and capacities.

7. Makes use of existing values, beliefs, customs, and attitudes as a starting point for educational objectives.

8. Is actively involved in continuing study that will increase his professional competence.

9. Understands the role of adult education in society and is aware of the factors and forces that give rise to this function.

10. Actively shares, participates, and learns with the learners in the learning experiences.

11. Helps adults to actively set their goals, and provides a variety of means and opportunities for intensive self-evaluation.

12. Identifies and interprets trends that have implications for adult education.

13. Has clearly defined his unique role as an adult educator and understands his responsibility for performing it.

14. Arranges learning experiences so that the learners can integrate theory and practice.

15. Is effective in building a teaching team among lay leaders and group members.

16. Uses the process of appraisal to evaluate programs and to help clarify and change objectives.

17. Is creative and imaginative in developing new programs, and believes that innovation and experiment are necessary for the expansion of adult education.

18. Makes use of the contributions of all group members through the utilization of individual talents and abilities.

19. Works with schools, teachers, parents, and pre-adults to assist them in developing the motivation, attitudes, understanding, and skills necessary for life-long learning.

20. Objectively presents contrasting points of view.

21. Assumes the initiative in developing a strong national perception of the importance and essentiality of continuing education.

22. Recognizes when the communication process is not functioning adequately or when it breaks down.

23. Identifies, critically evaluates, and discusses scholarly work by investigators in adult education and related fields.

Aker concluded that (1) each of the twenty-three behaviors studied represented an essential part of the overall job performance of the adult educator; (2) in general, adult educators need increased competence in these behaviors; (3) more competence is required in some of these behaviors before graduate study than in others; and (4) graduate programs are effective in developing competence in certain of these behaviors whereas competence in others can be acquired better through other means.

There have been, of course, theoretical models for graduate study advanced over the years, notably those formulated by Professor Paul Essert and Professor Malcolm Knowles. It was upon this base that my own model was generated.

In 1960, after studying the field of adult education and the needs of some three hundred graduates of the Teachers College (Columbia University) adult education program, Professor Essert designed what he termed "a new program in adult education." He described the program as three concentric circles consisting of core, augmentation, and specialization courses. While Essert did not present a visual model, the following was derived on the basis of his verbal description of the curriculum.

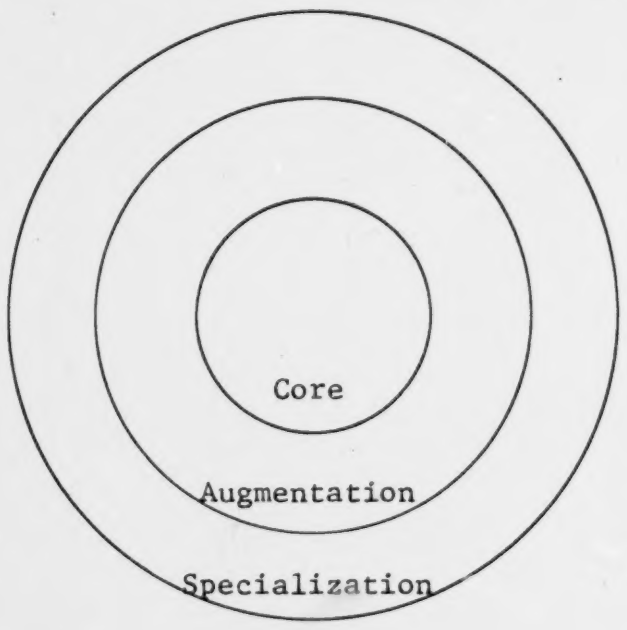


FIGURE 1

THE ESSERT MODEL FOR GRADUATE STUDY
IN ADULT EDUCATION

The core of the model was described as consisting of five one-year courses integrated by seminars with field study and guided activity in research. Specific course titles included (1) Foundations and Principles of Adult Education, (2) Structural Organization of Adult Education in Relation to Social Institutions and Cultural Change, (3) Adult Psychology and Adult Learning, (4) Program Design and Educational Processes for Adults, and (5) Integrative Seminar in Adult Education. The core, it is seen, was aimed at developing a discipline of adult education and advancing the knowledge about it.

The augmentation courses would add breadth and depth to the core program, according to Essert's model. Students would take approximately one-fourth of their program here. Courses in psychology, sociology, anthropology, economics, philosophy and aesthetics are examples of typical augmentation courses.

Specialization courses could be selected by a student on the basis of his specific experience and vocational goal. The courses would be limited by the criterion that they would be oriented toward adult life and interests, or at least have usefulness for application to these ends. Typically, specialization courses would prepare students to become community development specialists, adult basic education specialists, cooperative extension workers, foreign adult education specialists, industrial adult education specialists, and other specialists in the field.

While the model described the formal curriculum, the author suggested that some sort of mechanism seemed desirable whereby the student undertook a self-directed education project. It was here, according to Essert, where the individual discovered the personal meaning of the learning process.

Professor Knowles, in advancing his theory of the doctorate in education, suggested that the ideal model would be comprised of core characteristics and optional characteristics, presented graphically as follows:

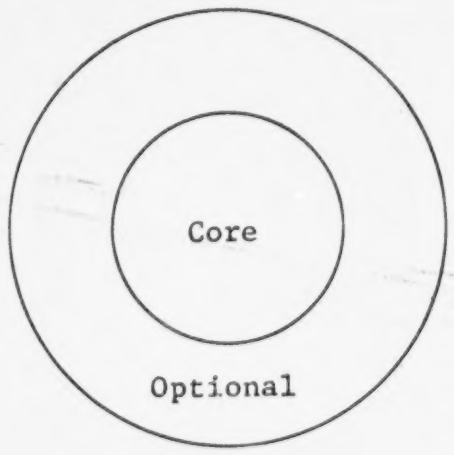


FIGURE 2

THE KNOWLES MODEL OF THE
DOCTORATE IN EDUCATION

According to this construct, the theory says:

"Our doctors of education have a basic equipment that is common but about an equal area of competencies that varies with each individual; when you hire one of them you can be sure of getting a good all-round educator, but you have a choice among specialized competencies.". . .

This construct has been called the "role theory" of the doctorate in education by Knowles. He perceived the doctoral degree holder as fulfilling certain generalized and specialized roles such that all educators possessed common competencies as generalists and certain differentiated competencies as specialists. In this sense, a person is first an educator and then a teacher, administrator, counselor and so on.

Knowles assumed within this framework that the doctoral program for each student would be based on the individual's previous experience in developing competencies both as an educational generalist and as a specialist. He suggested, however, that prior to determining what learning experiences a student should have in his program, a graduate curriculum must be defined on the basis of answers to the following questions:

1. What are the functions required in the roles of an educational generalist?

2. What are the functions required in the roles of each kind of educational specialist?

3. What are the competencies required to perform each of the above functions?

4. What are the cognitive, affective, and psychomotor learnings that make up each competency?

5. What are the objectives, in terms of behavioral change, which will affect these learnings?

6. What program of learning activities will achieve these objectives according to a design that provides for continuity, sequence, and integration of the learnings?

If a doctoral program was based on answers to these questions (or on the "role theory"), Knowles suggested that the curriculum would be competency centered rather than subject centered. Units of learning would be specified in terms of competencies to be developed. Study would be directed toward the stimulation and guidance of mutual inquiry by the students and teachers together. Further, the relevant role of the student would be one of responsible inquirer rather than of dependent receptor.

THE NU MODEL FOR A DOCTORAL PROGRAM IN ADULT EDUCATION

Building on these models as well as the investigations of White, Svenson, Chamberlain, and Aker in adult education, and Bereleson, Hollis, Flexner and others in fields outside of adult education, the model for my own investigation was theorized.

The model was depicted as three overlapping circles shown in the following diagram. It was based on the hypotheses that:

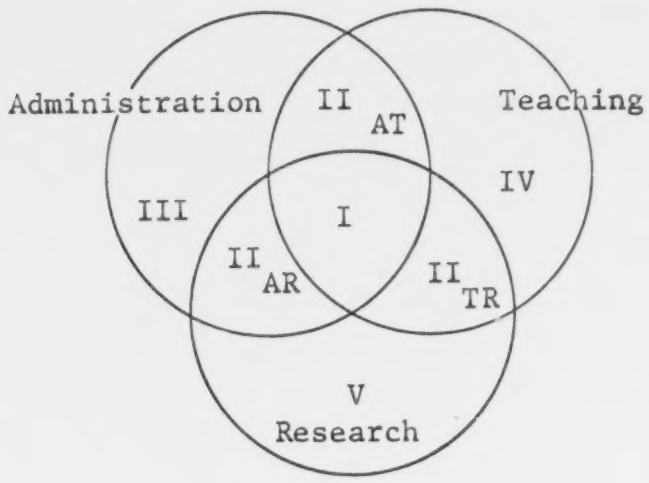
1. The field of adult education was sufficiently well defined so as to enable professional adult educators to hold specialized positions as administrators, teachers, and/or researchers, and

2. The educational needs of professional adult educators serving in positions of administration, teaching, and/or research were:

   a. similar enough to determine a core of learning experiences common for all;

   b. similar enough to determine learning experiences which are general for all; and

   c. different enough to determine learning experiences which were specific to the administrator, the teacher, and the researcher.



I - Core Experiences
II - Generalists Producing Experiences
AT - Administrator-Teacher
TR - Teacher-Researcher
AR - Administrator-Researcher
III - Administration Specialist
IV - Teaching Specialist
V - Research Specialist

FIGURE 3

THE NU MODEL FOR A DOCTORAL PROGRAM IN ADULT EDUCATION

Procedure

The study sample was made up of one hundred professional adult educators who were randomly sampled from a population of 190 people. As defined in this study, a professional adult educator (1) had an earned doctorate with major emphasis in adult education, (2) was employed full-time in an agency or department of adult education, (3) held membership in the field's professional association (the Adult Education Association of the U.S.A.), and (4) was located in the United States.

Data were collected by the use of a study questionnaire which included seven classification items and sixty subject matter areas. The criterion used in rating the subject matter areas was in terms of the relevance with which the areas helped the respondents function in their day-to-day professional roles.

The questionnaire was developed by having a national jury of ten professional practitioners react to a pilot questionnaire. The pilot was then revised and submitted to a jury of three local adult educators for further refinement. The study questionnaire was administered to the sample by mail. The analysis of data was based on a return of ninety usable questionnaires, or ninety percent of the defined sample.

Ebel's intraclass correlation procedure was used to determine the extent of agreement among the respondents' ratings of the sixty subject matter areas. The correlation coefficients were transformed into z-scores as a way of determining the the significance of agreement or reliability among the respondents' ratings.

The ratings of the subject matter areas were summated and arranged in ranked order for all respondents. This procedure was also followed in controlling for type of position held (that is, for administrators, teachers, and/or researchers), agency in which employed, and academic background prior to studying toward the doctorate.

The twenty highest rated subject matter areas identified by administrators, teachers, and/or researchers as being relevant or extremely relevant to them as they functioned in their professional roles were used as a basis for testing the theoretical model of the study.

Findings

An Ebel intraclass correlation coefficient of .977 was obtained when the data for all respondents were analyzed. This index of reliability among raters was transformed into a z-score of 4.12 which proved to be significant beyond the .1 per cent level of significance. It was found that on the basis of this information that there was a high degree of agreement among the respondents' ratings of the relevance of the sixty subject matter areas.

Significant intraclass correlations were also obtained when the data were controlled for age range, years of experience in primary job responsibility, for respondents employed in colleges and universities, for administrators, administrator-teachers, teacher-researchers, and administrator-teacher-researchers, for respondents who earned the doctorate fifteen or less years ago, and for persons with academic backgrounds in the biological sciences, humanities, and social sciences. Nonsignificant correlations were obtained when the data were controlled for variables in which there were six or less respondents such as for persons employed in public schools, government agencies, voluntary associations, industrial organizations, and "others", for respondents employed as teachers, researchers, administrator-researchers, and "others" for respondents who earned their doctorates sixteen or more years ago, and for persons with academic backgrounds in the physical sciences.

When the data were practically applied, the following subject matter areas were described as core, generalist producing, and specialist producting areas of the study model.

I. Core Experiences
   - 801 - History and Philosophy of Adult Education
   - 803 - Designing and Evaluating Adult Education Programs
   - 804 - Psychology of Adult Education
   - 805 - Sociology of Adult Education
   - 813 - Social Change
   - 820 - Special Problems in Adult Education
   - 840 - Motivation

II. Generalist Producing Experiences
   - 802AT - Organization and Administration of Adult Education Agencies
   - 806AT - Methods and Media in Adult Education
   - 808AT - Educational Psychology: General Survey
   - 850AT - Cultural Change
   - 810AR - Fundamental Research Techniques
   - 836AR - Utilization and Evaluation of Audio-Visual Aids
   - 824TR - Interpreting Educational Research
   - 843TR - Social Psychology

III. Administration Specialist Producing Experiences
- 811A - Public Relations
- 812A - Personnel Administration
- 821A - Internship in Adult Education
- 830A - Budget Development and Control in Education
- 835A - Public Speaking
- 847A - Community Planning and Organization

IV. Teaching Specialist Producing Experiences
- 807T - Integrating Seminar in Adult Education
- 825T - Contemporary Education Trends
- 826T - Philosophies of Education

V. Research Specialist Producing Experiences
- 809R - Statistical Methods
- 817R - Research Design in Education
- 818R - Advanced Statistical Methods
- 845R - Sociology of Small Groups
- 849R - Sociological Research Design and Analysis

It is pointed out that these subject matter areas were selected by professional adult educators as being relevant or highly relevant to them as they carried out their day-to-day responsibilities. As such, the areas were descriptive, not prescriptive, and represented learning experiences which were more relevant than the other thirty-one subject matter areas presented in the questionnaire.

Conclusions

It was concluded that the findings of the study supported the hypothesis that the field of adult education was sufficiently well defined so as to enable professional adult educators to hold specialized positions as administrators, teachers, and/or researchers. Further, it was concluded that the educational needs of professional adult educators serving in these positions were similar enough to determine a core of learning experiences common to all, similar enough to determine learning experiences which were general for all, and different enough to determine learning experiences which were specific to the administrator, the teacher, and the researcher.

Recommendations for Further Research

The following recommendations for further research developed from the work of this investigation.

1. While curriculum experts such as Ralph Tyler advise that curricula should be built, first, by assessing the educational needs of the clientele, other research approaches might be used as a basis for determining the directions a course of studies might take. One such approach is competency centered whereby the very specific competencies of practicing professional adult educators are determined. These competencies can then be used as the main input foci for a lattice based training system.

2. The respondents studied in this investigation identified the subject matter areas they thought relevant or highly relevant to them as they functioned in their day-to-day professional roles on the basis of titles and descriptions of subject matter areas generally found in graduate school course catalogs. The findings of this study could be meaningfully extended if each of the twenty-nine subject matter areas were described in terms of specific behaviors the courses were designed to effect. These behavioral objectives could then be submitted to the population identified in this investigation. Those objectives which proved to be relevant or highly relevant to the preparation of adult educators could be grouped and combined by the process of content analysis. Entirely new subject matter areas might evolve through such an investigation.

3. There is, of course, some difference between educational needs and educational interests. While this investigation was designed to focus on needs, there was no obvious way of determining if respondents rated the subject matter areas in terms of their needs in performing their daily professional roles or in terms of interests in continuing their education. A worthwhile investigation might be to study the interests of professional adult educators and to capitalize upon these interests in designing a graduate program of studies in adult education.

4. The present investigation was concerned with determining the educational needs of professional adult educators as they functioned in their day-to-day roles in 1968. It is recommended that a study be conducted which will determine the long-range educational needs of adult educators so that those persons charged with administering graduate programs can anticipate and plan for the future changes.

5. In addition, the professional adult educator was defined as a person who had an earned doctorate with major emphasis in the field of adult education. Since there are several hundred persons in the United States who are employed full-time in an agency of adult education, but who have their doctor's degrees in some field other than adult education, it might be worthwhile to replicate the present study using this group as the population. A comparison between the results of both studies would point out similarities and differences in the expressed educational needs of both groups.

6. This study dealt only with professional adult educators who had an earned doctorate in the field. A worthwhile investigation would be to identify the persons who have presently terminated their graduate studies with a Master's degree in adult education and to design a graduate program which would be relevant to their professional preparation.

7. The data of the study revealed that proficiency in one (or more) foreign language and proficiency in computer programming were not relevant to adult educators, generally, in carrying out their professional responsibilities. An investigation might be warranted whereby these research proficiencies were studied in depth to determine if there are other tools of research which are relevant to the preparation of adult educators.

8. Subject matter areas in the fields of sociology, in this investigation, generally appeared with more frequency in the highest rated subject matter areas than subject matter areas in educational administration and educational

psychology (with the exception of research design and related courses). While the data supports the interdisciplinary nature of the field of adult education, perhaps a worthwhile study would be to determine the specific way in which content from sociology is used by adult educators in carrying out their daily professional responsibilities.

In summation, the investigation provided more questions than answers. In this sense, the study can serve as a point of departure for further research on the preparation of professional adult educators.

SUMMARY

The academic field of adult education is a relative newcomer in higher education. We do have graduate programs which prepare adult educators to enter into the profession. Research on professional preparation of adult educators has been conducted in the past twenty years. At least three models for doctoral programs have been offered.

How graduate programs are started and implemented in adult education is another question. Have they been based on theory and founded on models? Has previous research been utilized? Or, when a program has been started, has some dean of continuing education politicked to have the school of education hire one man to teach three courses in adult education? Following this, does a graduate program then develop by adding required courses from psychology, sociology, general education, business administration, law, or whatever? And, how are such programs relevant to the experiences needed by professional adult educators?

The questions raised by Svenson are as appropriate today as they were sixteen years -- or several hundred doctoral degree holders -- ago: What happens to students who go through your program? Are the students better people as a result of your program? What is their potential for leadership in adult education? Have you given your students the kind of experience that will do them the most good?

My own investigation merely adds to the knowledge generated by White, Chamberlain, Aker, Knowles, etc. It at least can provide some sort of base from which a doctoral program in adult education can be built.

A FURTHER MODEL TO CONSIDER

As an outgrowth of the investigation, but not a part of it, the idea of theorizing a program model for the education of professional adult educators seemed interesting and worth pursuing. The model is merely an idea for your consideration and discussion. It has neither been tested nor put into practice. But, if Thurman White's prophecy at the 1966 AEA Conference in Chicago proves correct, as it seems to be, there will be at least one institution of higher education in each year of the next decade beginning to offer an advanced degree in adult education. Perhaps one of these programs, to be developed in 1971, 1974, or 1976, will test the model.

As a point of departure in the model, we have a student inputting himself into the program. We know from Mr. Houle's work that most all graduate students in adult education have had experience in the field and after this experience decide to gain a formal education so that they might prepare themselves for advancement in the field. The students in this model, then, come to us of their own volition. They are highly motivated. They are older on the average than other students entering graduate school. They have families to support. They are task oriented to earn a degree.

While the student has had experience in the field, the experience will generally be limited. Some students will be experts as county agents, librarians, home economists, counselors of adult students, conference coordinators, youth agents. They will have a narrow view of the field and will probably not know of the vast opportunities available to them once they earn the doctorate.

The orientation phase of the model would be an in-depth study of the many opportunities available to the students and would enable them to reach a decision point. Should they enter another program? Should they give up the idea

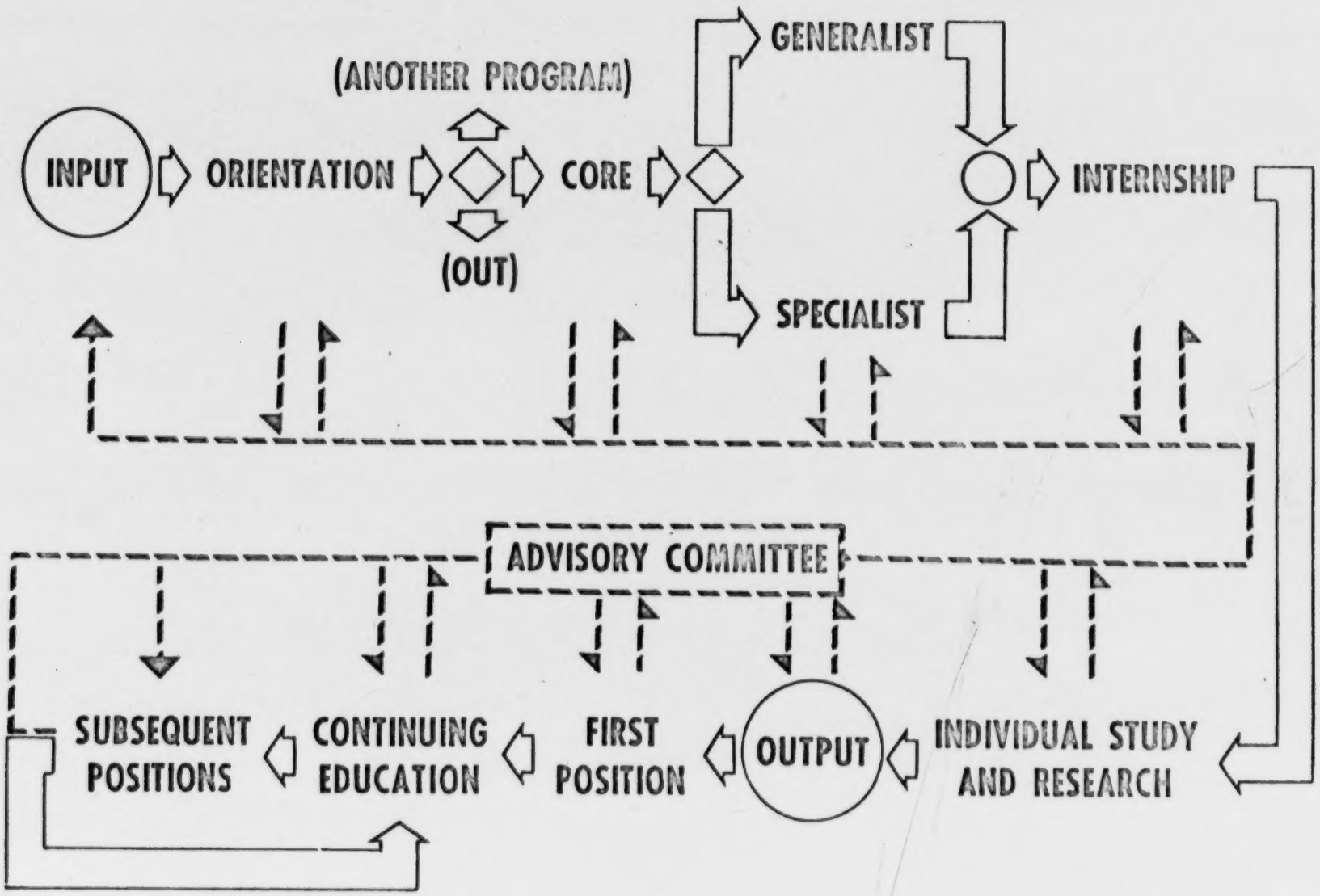


FIGURE 4

A Model for the Education of Professional Adult Educators.

of a graduate education? Should they continue in the program and enter the core phase? .Or, stated another way, a team of adult education professors can use the orientation to make some determination of the student's potential success for the adult education program and/or graduate school in general.

The student would then achieve core experiences and together with his professors make a determination as to whether he should prepare himself as a generalist or as a specialist.

He would then enter into a mandatory internship experience in an adult education agency similar to that which he is preparing himself to enter. It is during this internship where he conducts the dissertation research, completes the requirements for the degree, and is then outputed form the formal program.

It can be seen from the model, however, that there is no real output from the program. The student (now a degree holder) enters his first position and through continuing education, both on-the-job and through programs planned and executed by his graduate department, moves into a subsequent position, through the continuing education cycle and then to another position.

The feedback loop, or advisory committee, is, in this model, perhaps the most important element. It is the advisory committee which keeps the graduate program up-to-date and always responsive to the changing needs of the field and to the professional practitioners who make up the field. Graduates, now placed in diverse positions, combined with students in the graduate program, and a representative body of people who employ the graduates, will provide life, vitality and relevance to the program at every phase of the model.

operationally, the advisory committee would provide students as input. It would assist in the orientation phase. It would help to teach core-producing

generalist-producing, and specialist-production learning experiences. It would help to structure competency centered goals and objectives for each course. It would give guidance to the development of instructional media and evaluation devices. It would provide internship positions throughout the world. It would supervise students in conducting individual study and research projects. It would give leadership to its own continuing education experiences. It would provide its own placement agency for itself and the graduates.

There's the idea. Do you think it will work?

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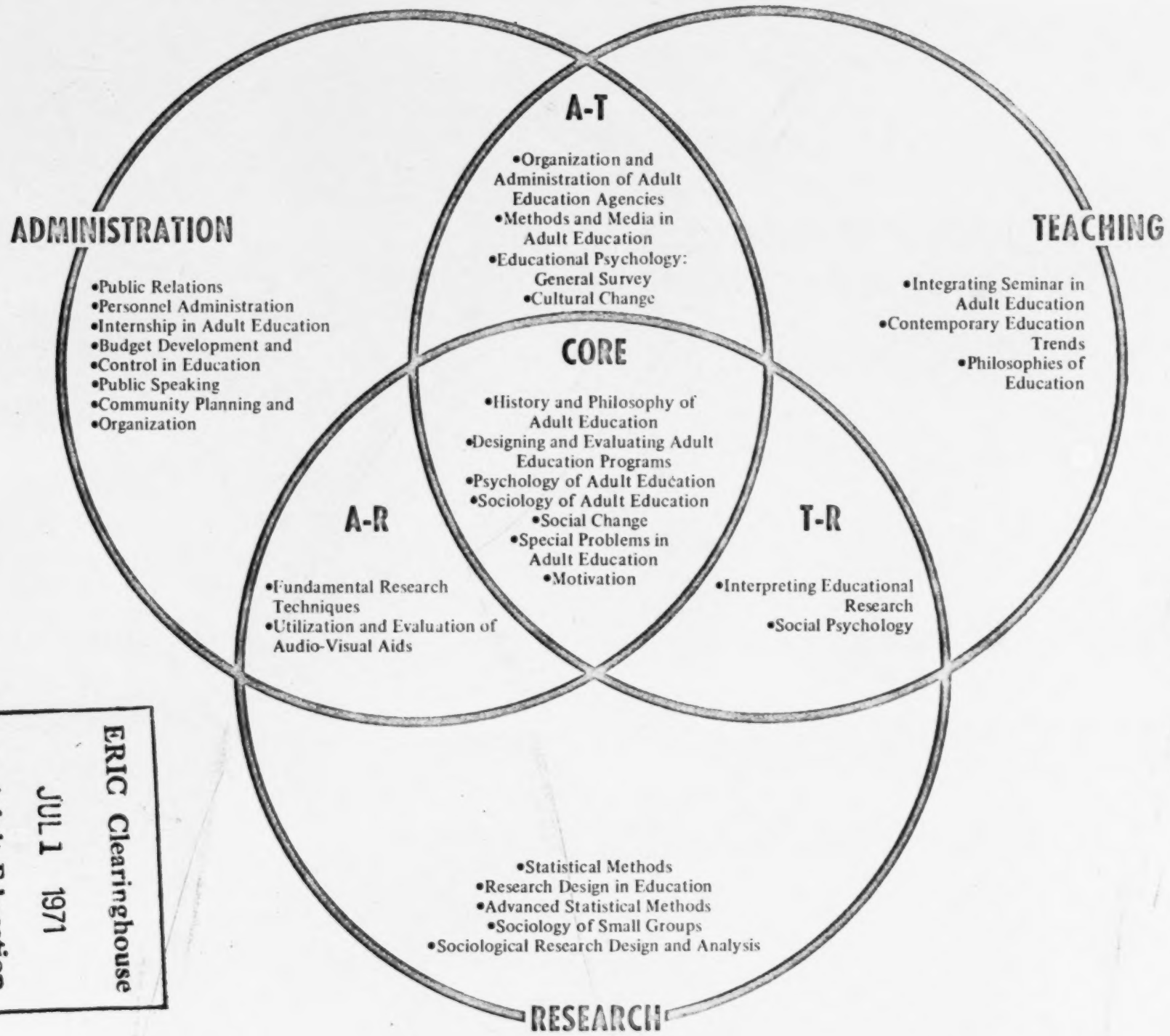

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